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ABSTRACT

A followup study of perceptions held by female and male nontenured faculty concerning retention, professional development, and quality of life was conducted. The followup study included faculty hired since 1975 who were previously studied in 1979, along with faculty hired since 1979. In March 1981, questionnaires were mailed to 116 women and 189 male faculty, and the response rate was 59 percent for women and 55 percent for men. Of this group, 13 male faculty and 14 female faculty had been tenured since the 1979 study. Both the 1979 and 1981 studies showed that: significantly more women than men were hired as instructors and lecturers; significantly more men were initially hired as assistant professors; significantly more men than women were initially hired on the tenure track; and women, on the average, were hired 2 years earlier than men. More nontenured women than men took leaves of absence for research or fellowship awards; and women served on almost twice as many school or college committees than men. The major differences between male and female nontenured faculty members in both studies pertaining to their perceptions of their professional lives were: their research; feedback received on their work; their degree of confidence in acquiring tenure; and their relationships within their departments. Men were more satisfied than women with the quantity of their research and perceived their colleagues' evaluations on the quantity and quality of their research and publications as excellent or good. Women appeared to be more satisfied than men with their teaching performance, service, and professional activities. More women than men also perceived colleague evaluations to be good or excellent on their teaching. (SW)

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Retention Revisited: A Follow-Up Study
of Female/Male Non-tenured Faculty Perceptions
on Retention, Professional Development and Quality of Life

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Introduction

Recent research data show that the proportion of men achieving tenure exceeds that of women 5% to 20% depending on the field (Hornig, 1979). Once appointed to tenure-track positions, women climb the academic ladder more slowly than men and frequently are not given tenure or retained (Eckstrom, 1979). The "revolving door" is a familiar phenomenon. Explanations for these phenomena take the form of beliefs - many of which are detrimental to the professional advancement of women.

Beliefs regarding the cause for attrition of women faculty range from dissatisfaction with social life (especially in smaller communities) and better positions/salary elsewhere, to excessive maternity and child care leaves. These and other unsubstantiated popular myths deserved closer scrutiny and examination.

Research studies on retention of faculty in higher education are relatively rare. Qualitative issues with respect to retention had not been examined. To address this problem, a survey study of non-tenured, tenure-line faculty was conducted in 1979 by the authors at a large midwestern university. The 1979 study examined popular myths and attempted to deal with qualitative aspects not previously studied. The follow-up study compares responses from the two studies to determine whether attitudes and perceptions change as a factor of time and nearness of tenure decision consideration.

Results of the initial study on retention (1979) indicated that men and women faculty share the same general personal evaluation of their professional lives in their departments and at the University and that there are many similarities in their viewpoints and in their career aspirations. Almost all non-tenured men and women faculty face insecurities, pressures, and a sense of isolation. In

addition, women face more and different problems and concerns, and often perceive their situations differently from men due to socialization practices and strictures of our society:

1. Women were less confident than men about the positive evaluation of their work by colleagues; however, women were quite satisfied with the quality of their research but dissatisfied with their quantity of work. Women were demanding of themselves - feeling that they must be superwomen.
2. Women frequently expressed a lack of time to do all that was expected of them by themselves and others. The data showed an overload of committee assignments and major responsibilities for child rearing.
3. Very few women, compared to men were confident that they would receive tenure.
4. Women reported much less feedback on their research and more feedback on their teaching than male respondents.
5. Women rated the need for a mentor greater than did male respondents.
6. Men, more than women, expressed the idea that the town is a dull place for a single person.
7. Women were more concerned than men about the availability of day care for children and domestic help.
8. While less than 1/4 of the women took a leave of absence, three times as many women than men took a leave. None of the women took a leave of absence for maternity, child care, or health reasons; all took a leave because they received a fellowship award, a temporary position elsewhere, or were engaged in research or writing.

A follow up study was planned to determine whether attitudes and perceptions of non-tenured faculty changed over a two year period of time as they neared tenure decision considerations or acquired tenure since the first survey.

Objectives

The objective of this research was to conduct a follow-up study on retention of non-tenured women and men faculty of whom many, but not all, were subjects in the initial study two years ago (1979). The intention was to compare earlier re-

sponses with current responses. This study, like the original study, attempts to address questions on disparities of a more subtle nature than quantitative data available from the University data base and from the research literature. These include disparities between men and women in the quantity and quality of research, service, and teaching as perceived by oneself and by others; the amount and nature of feedback from colleagues; different attitudes of colleagues toward male and female faculty; and attitudes of faculty toward their professional, social, and cultural environment. This survey, as well as the earlier survey, sought to identify:

1. obstacles perceived in the way of tenure level performance;
2. conditions perceived at the University which might influence faculty to seek position elsewhere; and
3. conditions perceived in the extra-professional environment which might influence faculty to seek position elsewhere.

Methods and Data Source

This follow-up study included all of the subjects who were part of initial study in 1979 hired since 1975 (N=200; 100 Females and 100 Males) still holding faculty status at the University and newly hired faculty since 1979.

In the April 1979 study, questionnaires were sent to all female faculty hired since 1975 (N=100) and a random sample of male faculty hired within the time space (N=100). Sixty-two percent of the males and 61% of the females responded.

In the March 1981 follow-up study, questionnaires were mailed to 116 women and 189 men faculty. The response rate was 59% for women and 55% for men. Of this group 13 men faculty and 14 women faculty had been tenured since the 1979 study. This represents 13% of the 1981 male respondents and 21% of the female respondents. The data were computed separately for tenured and nontenured male and female respondents.

The demographic breakdown of those who returned the questionnaire in the 1981 study reveals trends similar to the 1979 study between male and female respondents. In both surveys, women tended to be slightly older than men, and no sex differences appeared in ethnic background, nor the year the highest degree was received. Significantly more men than women were married. More men had children than did women, although almost 36% of the women did have one or more children.

Results/Summary

The confidence level for both studies were determined at the .05 level and below. Frequencies, crosstabs and the Chi-Square were the statistical tools used for analysis of both studies.

Both the 1979 study and the 1981 follow-up study showed that:

1. Significantly more women than men were hired as instructors and lecturers.
2. Significantly more men were initially hired as assistant professors
3. Significantly more men than women were initially hired on the tenure track.
4. Women, on the average were hired two years earlier than men.

In the 1979 study significantly more women took leaves of absence. While less than one-fourth of the women took a leave of absence, three times as many women than men took leaves at some time. However, not one woman took a leave for maternity, child care, or health reasons; all took a leave because they received a fellowship award, a temporary position elsewhere, or were engaged in research or writing. The 1981 study did not show significant differences but the trends were similar: more nontenured women than men took leaves of absence. Reasons noted were for research or fellowship awards.

Both the 1979 and 1981 studies show that women serve on almost twice as many

school or college committees than men. This difference is significant for tenured women.

Professional Life

The major differences between male and female non-tenured faculty members in both studies, occurred in their perceptions of their professional lives: their research; feedback received on their work; their degree of confidence in acquiring tenure; and, their relationships within their departments.

Approximately 80% of the men and women in both studies were satisfied with the quality of their research, however, more men than women were satisfied with the quantity of their research - significant differences occurred in the 1979 study; the trend was strong in the 1981 study. In teaching, more women than men were very satisfied with their performance. The difference was close to significance (.057) in the 1981 study. There were significant differences between men and women with the satisfaction of their service and professional activities in both studies. Significantly more women than men expressed satisfaction.

Significantly more men than women in the 1981 study considered the material support provided by the department to be good or satisfactory. This trend, although not significant, was evident in the earlier study.

Similar responses from men and women in both studies indicated that they received clear information from the department on pre preparation for tenure and formal evaluation, and clear feedback from the chair or departmental review committee regarding their work. However, more nontenured men than women in the 1981 study considered the evaluation to be very fair. In contrast, the 1979 study showed no differences in the responses from males and females.

Male and female responses to questions regarding their perception of colleague evaluation of their work revealed more significant differences than any other type

of question.

Significantly more nontenured women than men in the 1981 study perceive that their colleagues rate them excellent or very good on their teaching. However, significantly more men than women in both studies sense that colleague evaluation of the quality of their research is excellent or good. Although not significant, more men than women (tenured and nontenured) perceive colleague feedback on the quantity of their research as excellent. More women than men do not receive feedback.

Significantly more nontenured men than women in both studies perceive colleague feedback on the quality of their publications to be excellent or good. This trend, although not significant, was similar for tenured men and women. The trend for more men than women to perceive excellent evaluations from colleagues was also evident in the quantity of publications.

Nearing significance (.08) was the differences in responses from men and women on the 1981 study with regard to service and professional activities. More women than men perceive their colleagues' evaluation in this area as excellent or good.

Responses to question on the amount of feedback and encouragement from colleagues were very much related to previous questions regarding personal evaluations and perceptions of colleagues' evaluation of professional work. In the 1979 study significantly more women than men received a great deal of informal feedback and encouragement on teaching; the 1981 study neared significance (.06) for both tenured and nontenured faculty. More women than men received a great deal of informal feedback.

On informal feedback from colleagues on research and/or creative activities, significantly more men than women in the 1981 study received a great deal, and

significantly more women than men received no feedback. Although not significant, the 1979 study shows a similar trend.

Significantly more nontenured women than men in the 1981 study consistently discussed their work with female colleagues - no differences were evident on the 1979 study. Conversely, the 1981 study showed that more men than women discuss their work with male colleagues. Again, the 1979 results for this question were not significant. There were no significant differences between male and female responses in both studies on the number of colleagues in the department with which they collaborated. However, there was a tendency for like gender to collaborate.

A major question dealt with confidence in the ability to accomplish what is necessary for tenure. The difference in male/female responses were highly significant (.0007) in the 1981 study, and significant (.05) in the 1979 study. Significantly more nontenured men than women were very confident of their ability to accomplish what is needed for tenure. A reversal of these findings, although not significant, occurred in the tenured faculty responses where more women than men felt confident. Yet these subjects participated in the 1979 study (prior to receiving tenure) where responses to this question revealed significant differences as discussed above.

A related question dealt with the importance of certain factors in acquiring tenure; having a mentor in the department; feedback and encouragement from colleagues on teaching, research and creative activities; and, socializing with departmental colleagues.

In the 1979 study significantly more women than men considered having a mentor in the department as extremely or very important in acquiring tenure. The 1981 responses to this question were not significant but the trend was the same as

the 1979 study. These results are consistent with the responses to the question as to whether they actually had a mentor in the department. More women than men in both studies had mentors. Also in the 1979 study significantly more women than men considered colleague feedback and encouragement in teaching extremely or very important for acquiring tenure. Again, the 1981 study, although not significant, revealed that more women than men considered this factor to be extremely or very important. The great majority of men and women in both studies considered feedback and encouragement from colleagues on research and creative activities to be extremely or very important for acquiring tenure. There was no sex differences nor trends.

Socializing with department colleagues was considered extremely important, very important or somewhat important by more tenured men than women in the 1981 study; nontenured men and women in the 1981 study and the 1979 study responded similarly - indicating no significant differences or trends.

Another question which referred to one's colleagues focused on characterizing the response of male and female colleagues toward them and ranking the three most common of these responses. In characterizing the male colleagues' response, significantly more nontenured women than men in the 1981 study described the first most common response as paternal and indifferent; significantly more men than women characterized male colleagues as friends; and, approximately 60% of both genders characterized their male colleagues as co-worker. The second most common response in the 1981 study showed significantly more non tenured men than women characterizing their male colleagues as co-worker and friend; and significantly more women than men characterizing them as paternal and indifferent. The third most common response in the 1981 study revealed that significantly more nontenured women than men characterized their male colleagues as co-worker, friend and hostile; signifi-

cantly more men than women characterized their male colleagues as competitive and indifferent.

A synopsis of the three most common responses characterizing male colleagues based on the frequency count and rank ordered is as follows:

1981 Study

	<u>Women</u>	<u>Men</u>
Nontenured:	Co-Worker	Co-Worker
	Friend	Friend
	Paternal	Indifferent
Tenured:	Co-Worker	Co-Worker
	Friend	Friend
	Flirtatious	Competitive

1979 Study

<u>Women</u>	<u>Men</u>
Co-Worker	Co-Worker
Friend	Friend
Indifferent	Competitive

In characterizing the female colleagues response, there were no significant differences in the 1981 study on the first most common response. However, more men than women characterized their female colleagues as co-workers; more women than men characterized them as friends. The second most common response also indicated no significant differences. However, the third most common response showed that significantly more nontenured ^{men} ~~women~~ than ^{women} ~~men~~ characterized women colleagues as paternal; competitive and hostile; significantly more men than women saw their women colleagues as indifferent. Although not significant, more tenured men than women characterized women colleagues as competitive.

A synopsis of the three most common responses characterizing female colleagues based on the frequency count and rank ordered is as follows:

1981 Study

	<u>Women</u>	<u>Men</u>
Nontenured	Co-Worker	Co-Worker
	Friend	Friend
	Competitive	Indifferent

Tenured

Co-Worker
Friend
Indifferent

Co-Worker
Friend
Indifferent

1979 Study

Women
Co-Worker
Friend
Competitive

Men
Co-Worker
Friend
Indifferent

Most men and women in both studies consider their department a good environment in which to work. Very similar responses emerged from the 1979 study; however, the 1981 study showed that more men than women perceive their department as an extremely or very good place to work.

Extra Professional Life

A number of questions focused on what factors are important to the quality of life of the respondent and how satisfied he or she is with the existence of these factors.

Most men and women in both studies considered social acceptance by colleagues as somewhat important, and about 90% were very satisfied or satisfied with existing conditions. Significantly more women than men in both studies considered the availability of women with whom to socialize as extremely or very important. High satisfaction with existing conditions was expressed by both sexes. No significant differences emerged in response to the importance of the availability of men with whom to socialize. Male/female responses were very similar. More men than women were satisfied with existing conditions.

Responses were very similar for men and women and for both studies on these factors: cultural environment, consumer products, and accessibility to larger cities. However, significant differences were found in the responses of nontenured men and women in the 1981 study in two related qualitative factors: conditions conducive to family rearing and the availability of day care services. Significantly more

men than women considered conditions conducive to family rearing and the availability of day care services important. Significantly more women (majority of women) than men did not consider these factors important at all. Conversely, significantly more nontenured men (the majority) than women considered the availability of domestic help as not important.

Concerns and Professional Decisions

In their responses to the types of assistance desired, subjects were instructed to check as many as applied to them and were asked to indicate the five most pressing needs. The results, listed according to frequency of response are as follows:

1981 Study

	<u>Women</u>	<u>Men</u>
<u>Nontenured</u>	Research External & Internal funding Writing Support from Male Colleagues Support from Female Colleagues	Research External & Internal funding Writing Teaching Support from Male Colleagues
<u>Tenured</u>	Research External & Internal funding Support from Male Colleague Teaching Support from Female Colleagues	External/internal funding Research Teaching Support from Male Colleagues Managerial Adm.
<u>1979 Study</u>	Research External Social barriers to women External/internal funding Support from female colleagues Internal Social barriers to women	Research Support from female colleagues Teaching Support of students Writing

The data show that more nontenured women than men in the 1981 study considered

assistance in teaching as a pressing need. Writing was another pressing need expressed by more women than men. This difference was close to being significant (.058). Also more nontenured women than men were interested in receiving assistance in developing leadership and managerial/administrative skills. Significantly more nontenured women than men in the 1981 study indicated a pressing need for assistance in obtaining professional support from female and male colleagues. This was not significant in the 1979 study. Also, significantly more nontenured women than men in both studies viewed assistance in dealing with barriers due to the female socialization process as a pressing need.

There were no changes in the responses and trends of males and females from the 1979 study to the 1981 with regard to intentions of remaining at the university.

There were no changes in the responses and trends of males and females from the 1979 study to the 1981 with regard to intentions of remaining at the university. Approximately 33% of both genders were planning to stay. However, more women than men would like to stay but thought they might be terminated. More men would consider leaving, but more women were seeking other positions. Consistent with this data, more men than women suggested that they would be leaving voluntarily.

The most frequently recorded reasons for leaving and/or major problems for male and female respondents in the 1981 study appeared to be: a better offer elsewhere; lack of job opportunities for one's spouse; apprehension due to budget cuts; and greater intellectual stimulation elsewhere. In the 1979 study the most frequent responses regarding reasons for leaving and/or major problems were: a better offer elsewhere; greater intellectual stimulation elsewhere; lack of adequate social life; a negative reappointment decision, and; lack of job opportunity for one's spouse. Although the above were most frequently selected some sex differences occurred in the responses.

Significantly more nontenured men than women in the 1981 study considered leaving for a better job elsewhere a pressing need. Although not significant, the 1979 study shows the same trend. Significantly more nontenured women than men in the 1981 study considered the lack of female and male colleague support as major problem. However, the actual number is small. The majority of males and females in both studies do not see this as a pressing need. Significantly more nontenured women than men in both studies feared a negative tenure decision. This included 32% of the women and 18% of the men in the 1981 study and 30% of the women and no men in the 1979 study.

Conclusions

For the most part, the results of the 1981 follow-up study on the retention of nontenured faculty were very similar to the 1979 initial study. Men and women in these studies appear to share the same general personal evaluation of their professional lives in their department and at the university. There are many similarities in their viewpoints and in their career aspirations. Almost all nontenured men and women face insecurities, pressures, and a sense of isolation. In addition, women face more and different problems and concerns, and often perceive their situations differently from men due to socialization practices and strictures of our society.

Recent literature suggests that employers and supervisors continue to evaluate women's experience, performance, and credentials more stringently than men's (Eckstrom, 1979; Henning & Jardin, 1977; Hornig, 1979). Eckstrom (1979) also notes that women's research and publications are frequently devalued or evaluated unfairly. In situations where blind tests were employed, Eckstrom (1979) found that "publications believed to have been written by women have been judged as less competent than the same material when thought to be by men" (p.3). Women face a

double bind: societal attitudes function as covert barriers to success and when they succeed, their success is discounted (Eckstrom, 1978). Women's role expectations and conflicts may limit her professional advancement. People "are affected by societal expectations for them and, as a result, women may undervalue themselves and their own abilities" (Eckstrom, 1978).

Women in the 1979 study and 1981 follow-up study did not appear to differ from the national norms in their concerns, self-evaluations, or perceived evaluations by colleagues. Women were less confident than men about the positive evaluation of their work by colleagues. They perceived their work as evaluated less highly by their colleagues in terms of both quantity and quality than men perceived collegial evaluation of their work. Consistent with these perceptions, more women than men considered the evaluation of their work by their chair or departmental review committee not to be very fair. In terms of their own standards, women were quite satisfied with the quality of their research but expressed dissatisfaction with the quantity of their work. Women reported that their colleagues evaluated their amount of work as "average" or "good", but the women felt that the "average" was not good enough. They felt they had to be better and demanded of themselves superior or excellent quantity and quality of research and publications.

An important pattern emerges from both studies. Men are more satisfied than women with the quantity of their research and perceive their colleagues' evaluations on the quantity and quality of their research and publications as excellent or good. Men also seem to receive more informal feedback and encouragement than women on their research. On the other hand, women appear to be more satisfied than men with their teaching performance, service and professional activities. More women than men also perceive colleague evaluations to be good or excellent on their

teaching and receive more informal feedback and encouragement on teaching performance than men. With this emphasis, more women than men believe that feedback and encouragement from colleagues on teaching performance is extremely or very important for acquiring tenure. Yet both men and women consider feedback and encouragement from colleagues on research to be extremely important for acquiring tenure. This discrepancy seems to suggest that while both men and women are cognizant of the importance of research and publications for acquiring tenure, they are differentially motivated by departmental and collegial feedback and encouragement. Women receive the greatest amount of departmental feedback and encouragement on teaching and service - thus appear to be motivated in this direction. Women served on many more school and college committees than men. Conversely, men receive the greatest amount of departmental feedback and encouragement on research and publications.

Perhaps both men and women regard teaching as a women's role. Although this survey did not examine a level of interest in teaching, "women faculty are often reported as being more interested in teaching than in research. There is also considerable evidence that in graduate school and in their careers, academic women are steered away from research and encouraged to teach" (Eckstrom, 1979, p.3).

The professional insecurity many women faculty experienced was most dramatically reflected in the figures of both studies which indicate how few women, compared to men, were confident they would receive tenure. More women than men in both studies thought they might be terminated, were seeking other positions, and suggested that their leaving would be involuntary. If men felt a lack of confidence, they did not frequently or obviously admit it on the questionnaires.

The lack of confidence felt by women in the quantity of their work, in their colleagues' view of them, and in their prospects for tenure is vastly important.

Obviously, one's hopes or expectations regarding future job security are crucial for a successful performance and a sense of professional and personal well-being.

There are several explanations for these important discrepancies between men's and women's sense of how they are, and will be, evaluated for tenure. In both studies, significantly more women were hired at the levels of instructor and lectures and thus had two major hurdles to overcome in their early years; first, finishing the degree while teaching; and second, working to develop a solid tenure dossier through publication and research. This adds to the very real feeling of pressure experienced by all entering faculty members. The pressure to finish dissertations inevitably preempts the production of new original scholarship and writing for publication, thereby jeopardizing their chances for job survival. Furthermore, initial teaching responsibilities could result in failure to set aside time for research and writing during the academic year.

Despite a great deal of departmental and collegial feedback on teaching, women were not as confident of tenure as men. One might conclude that while feedback on teaching was personally important, it was not perceived as important in acquiring tenure. Research was perceived as more important for tenure, and women were not receiving as much feedback in this vital area as were men. The lack of feedback may in part explain that while women reported personal satisfaction with the quality of their research, they felt that departmental evaluation of that research was relatively low.

Because women were not getting informal feedback on research and publication, they expressed more uncertainty than their male respondents about their ability to satisfy departmental and university expectations for tenure. Clearly, women faculty and their departments need to develop more effective means for women to receive feedback on their research.

A mentor can facilitate the interaction with colleagues which is vital to men and women alike. In both surveys women rated the need for a mentor greater than did male respondents. This may be because formal and informal interaction, feedback, and guidance is frequently communicated man-to-man, and senior men may serve as role models. There is a lack of senior women to serve as role models and mentors, and several experts cite the importance of a male mentor in the advancement of women (Eckstrom, 1978; Hennig & Jardin, 1977).

For both men and women their extra-professional life was less important than their professional life. Both men and women showed an equal level of satisfaction with the social, cultural and living environment, with the exception that, in the 1981 study more men than women considered the availability of day care service and conditions conducive to family rearing as important. Women were more concerned about domestic help. The increase of importance to men of the availability of day care services since the 1979 study may be due to several factors: more men are married, are younger, and have more children; more spouses may be employed; and, some men may be more involved with the care and nurturing of children. The effect on living styles of changing roles and perceptions of women is an important factor to consider.

All in all, the 1979 study and the follow-up study yielded very similar results regarding the disparities between men and women in the quantity and quality of research, service, and teaching as perceived by oneself and by others; the amount and nature of feedback from colleagues toward male and female faculty; and attitudes of faculty toward their professional, social and cultural environment.

One area of difference worth noting between the 1979 and 1981 study involves perceived psychological barriers due to female socialization process. Women in the 1979 study cited this factor as one of their five major problems; however,

women in the 1981 study did not. A possible explanation may be related to the wide dissemination of the results of the first study throughout the university and the implementation of some of the recommendations to redress discrepancies by several units on campus.

Recommendations

These surveys eluciate several areas of major concern to nontenured men and women. These concerns form a basis of a series of recommendations that can be realistically implemented by the relevant units at a university.

Recommended are: workshop/orientation sessions for nontenured faculty on topics relevant to their professional development and professional relations; annual, written departmental reviews/evaluations, followed by a discussion of the contents with the chairperson and/or the Dean of the Faculties; support groups for women; and provision for materials and internal support for women equal to that which men receive in day-by-day situations.

Implications for Further Study

Very few research studies have been conducted on retention of faculty in higher education. Qualitative issues with respect to retention had not been examined. These studies were conducted to address this problem. The first study and the follow-up study two years later revealed similar responses from nontenured men and women faculty.

To determine whether the major findings of these studies are a more general phenomena rather than a specific instance, replications of the study should be conducted at comparable universities.

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